

PRT Trainer Manual

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Introduction

Thank you for agreeing to become a PRT Trainer. Without Trainers the Royal College of Chiropractors could not operate a scheme to support graduates through their first year transition from an undergraduate to a fully autonomous practitioner.

The Royal College of Chiropractors administers postgraduate training in the form of the PRT scheme to meet the needs of all chiropractic graduates. PRT is a requirement of full membership of the College of Chiropractors, the BCA, the MCA and the UCA. Postgraduate training is not yet a mandatory requirement of the GCC, but the College has successfully tendered to run such a programme on behalf of the General Chiropractic Council, should it be introduced.

You have already completed an application form and been approved as a Trainer. You will receive a copy of the PRT folder we provide to each graduate. The following is a reminder of the requirements and some general advice about how you can assist the graduate throughout the programme. Attendance at a Trainers' course will help you further in developing your skills as an effective trainer. These courses are organised regularly and you will be contacted with date and venue details.

The Trainer as a Clinician

Trainers must demonstrate the following:

- GCC registration
- three years experience as a chiropractor
- two years experience in the practice from which the Trainer is applying
- Willingness to become a member of the Royal College of Chiropractors if not already a member
- Continuing Professional Development activity
- Suitability to have responsibility for guiding a junior colleague. The information on your application form will give the PRT Committee a good indication of this. Further details may be requested.
- All Trainers must have their working systems and practice open to review as part of the selection system in operation. In exceptional circumstances, the PRT Committee may arrange a practice visit, which would include a review of all day-to-day working systems.

The Trainer as a Teacher

General principles

The Trainer should be able to help the graduate to learn by a variety of methods and should ensure they are in a position to discover how much the graduate needs to learn, and how well he/she has learnt, at any particular time. The Trainer will be responsible for helping the graduate identify learning needs during the training year, using the Trainer Log and the planning element of the Learning Cycle.

Meetings

Trainers must be prepared to initially attend one course specifically arranged for PRT Trainers. Attendance at one of these sessions is not a prerequisite of applying to be a Trainer, but attendance will be required at one meeting during the first 12 months after approval as a Trainer. The dates and locations of these meetings are arranged centrally. After the first course, we ask that you attend a further course every three years.

Absence

Arrangements will need to be made for the graduate to continue with training when the Trainer is absent, be it due to sickness, holiday, study leave or any other reason.

Guidance for Trainers in relation to the graduates' PRT requirements

You will have been provided with a copy of the PRT Folder, which incorporates PRT Manual, for reference.

Practice-based learning

Relevant or appropriate topics should be discussed regularly. The topics for discussion should include selections made by both the Trainer and graduate. There should also be a regular review of randomly selected and problem cases. The Trainer must allocate time, to observe the graduate in the consulting room, and to be observed by the graduate.

The number of contact hours is not specified but should be a minimum of once per week at the start of the PRT scheme. Contact hours should be taken to mean – Trainer observing graduate, graduate observing Trainer, participation in structured practice meetings and discussion of individual cases. Contact may be by phone or by e-mail where direct weekly contact is not feasible. It should be noted these arrangements are viewed as the absolute minimum and it is always preferable for a new graduate to spend as much time as possible on the same premises as the Trainer. However, it is acceptable and feasible for a chiropractor to participate in PRT, even where s/he works at a separate location.

A *Trainer Log* is provided in Appendix 1 of the graduate's PRT Manual. Please make regular entries throughout the period of your graduate's PRT to provide a record of how the contact hours have been utilised. Towards the end of your PRT programme, please sign the relevant part of your *Candidate Practice-Based Learning Record*, provided in Appendix 6 of the graduate's PRT Manual, to confirm that regular contact has occurred and entries have been made in the Trainer Log.

An audit of the development of clinical proficiency must also be undertaken through the use of *Candidate Progress Audit Form* at 4, 8 and 12 months. These forms are provided in Appendix 2 of the graduate's Manual. The use of these forms is self explanatory, but in summary you are asked to rate the graduate's demonstration of skills in 12 defined areas with reference to the 'anchor statements' provided, and then participate in a feedback session. These forms are relatively simple to complete and educationally robust. If you have any questions about their use, please contact the PRT Administrator at College House. Once the three stages of this audit has been completed, please sign the relevant

part of the *Candidate Practice-Based Learning Record* (Appendix 6 of the graduate's PRT manual.)

Experiential Learning (inter-professional observations)

The Trainer must assist the graduate in arranging to observe different chiropractors in the teaching practice as well as other allied medical professionals in the locality such as a GP, physiotherapist, hospital consultant etc. This comprises the 'Experiential Learning' requirement.

Participation in Meetings/Events

Your graduate is required to attend **three** (previously four) PRT meetings (A-C), preferably within their regional Faculty. Travel to alternative Faculties is possible but should be discouraged. **If you are the graduate's employer, we do ask that you allow reasonable flexibility with regard to their work schedule to permit attendance at these mandatory courses.** Please encourage your graduate to make arrangements to attend the PRT meetings as early as possible. Each graduate also has to attend at least two College Faculty CPD events. Again, these should preferably be attended within their own regional Faculty to allow them to become integrated into the chiropractic community in their area. Finally, graduate are required to attend one national conference (normally the one organised by their Association).

Reflective Diary and Learning Cycle

Your graduate must review and plan their learning by keeping a Reflective Diary and undertaking their learning in cycles. It is expected that the diary will be used regularly as a learning tool that will help focus discussions between the Trainer and the graduate. Please check for a minimum of 6 entries per quarter. Towards the end of the PRT programme, please sign off the relevant part of the *Candidate Practice-Based Learning Record* (Appendix 6 of the graduate's PRT Manual).

Completion of at least one Learning Cycle is a requirement of the programme. The graduate may benefit from your guidance, particularly when planning further learning as part of their learning cycle. Confirmed completion of at least one full learning cycle is a requirement of the PRT programme. Please check this and sign off the relevant part of the *Candidate Practice-Based Learning Record* (Appendix 6 of the graduate's PRT Manual).

Clinical Audit

Audit is a quality improvement process that seeks to improve patient care and outcomes through the systematic review of care against explicit criteria, and the implementation of change. Clinical audit is an important part of any healthcare process as it helps ensure care is delivered in a consistent manner. Clearly, identifying areas of weakness facilitates improvement. Although there is no *specific* reference to Clinical Audit in the GCC Standard of Proficiency, section B1.5 (Improving the quality of services), states: '*Chiropractors should monitor the services they are providing and identify what is working well and what is not. Chiropractors who work jointly with colleagues (colleagues might include: a chiropractic principal, other chiropractors, practice managers, support staff, other healthcare practitioners) should discuss and agree with them any changes it is necessary to make. Changes must be made in the interests of patients. Users of services should be informed of changes in an appropriate manner.*' This effectively means that all

chiropractors need to undertake audit as part of their normal practice, and learning how to undertake audit at undergraduate level does not obviate the need to implement audit as an independent practitioner. The inclusion of an audit requirement as part of the PRT programme is designed to assist you in incorporating audit as a routine part of their clinical practice, thereby complying with defined standards of proficiency.

In order to guide you in undertaking an audit, you are referred to the PRT candidate resources section of the College's website (www.rcc-uk.org, log in, PRT > Candidate resources) from where an audit toolkit can be downloaded. This resource relates to The Royal College of General Practitioners' Clinical Guidelines for the Management of Acute Low Back Pain (1999 – now expired) which provided guidance for primary care practitioners on appropriate care for patients with acute low back pain. Their focus was on the first six weeks of an episode and their aim was to help prevent long-term chronic disability by the effective use of primary care measures.

The Audit Toolkit was developed by a multidisciplinary group, some of whom formed the Development Group for the Guideline itself. Over 1,000 primary care practitioners tested the toolkit during the two-year period of its development, which included a complete audit cycle spanning six months. It was systematically evaluated by practitioners and audit administrators and adapted accordingly.

For the purposes of the PRT scheme, your graduate must complete one full cycle of a relevant audit (an illustration of a complete audit cycle is shown on the next page of this manual). It does not have to be the back pain audit described above. When they have completed their audit cycle, please sign the relevant part of the *Candidate Practice-Based Learning Record* (Appendix 6 of the graduate's PRT Manual).

Optional written submission – PRT project

Your graduate may choose to undertake a project, which should be presented in a form suitable for publication in a relevant peer-reviewed journal. This written work may be the outcome, for example, of a case review or some practice-based research or possibly a clinical audit. Note that completion of a project is optional. Guidance is provided in the graduate's PRT folder.

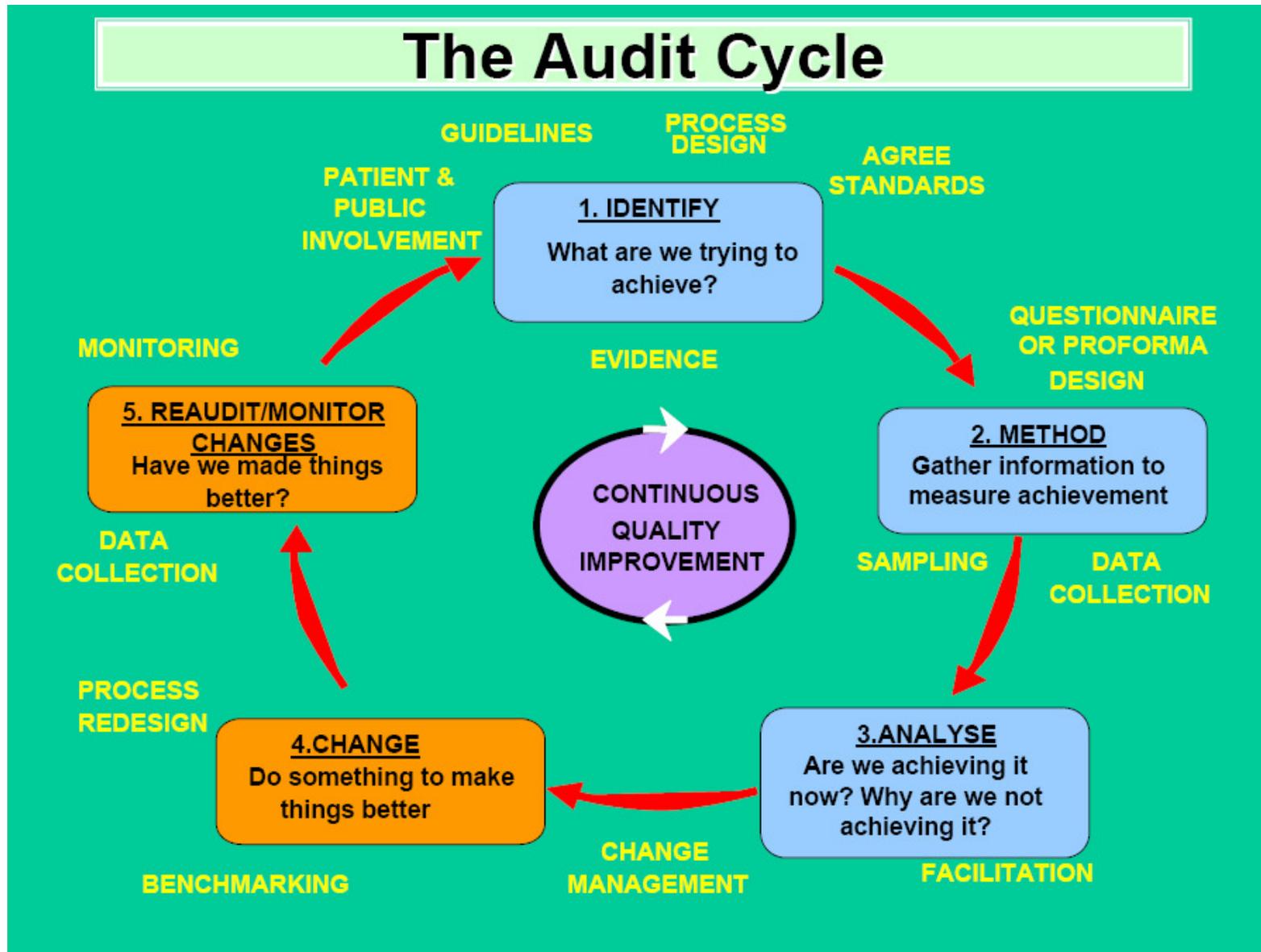
Completion

The graduate has satisfactorily completed the period of training when all elements of the programme have been signed off.

In Appendix 6 of the graduate's PRT Manual is the *Candidate Practice-Based Learning Record*. This requires to be signed off in stages by you at the appropriate time, as forementioned. The signatures provide essential confirmation that the relevant aspects of the programme have been completed.

In Appendix 5 of the graduate's PRT Manual is the *Candidate Experiential Learning and Meeting Record* which also requires appropriate signatures to confirm completion, as indicated.

Once both Record forms are complete, the graduate must send them to the PRT Administrator at College House. **It is essential that they retain copies of each of these forms.**



Graduate complaints/grievances

If graduates encounter any problems during the course of their PRT programme, there is every expectation that these can be resolved informally through discussion with their Trainer or the PRT Administrator at College House. In the unlikely event that a formal complaint or grievance needs to be raised, a procedure is in place for their guidance and protection. A copy of this can be found in the graduate's PRT Folder.

Employment

It is not necessary for a Trainer to employ a new graduate in order for the graduate to participate in the PRT scheme. However, it is an option where a vacancy exists within the Trainer's practice.

The verbal advice that the College has received from the Inland Revenue is that a graduate working for another chiropractor may not always meet the conditions for self-employment. Factors, which are taken into consideration, include the amount of control the Trainer has over the working environment, and also the way in which the profits are distributed within the practice. The College can obviously not be the arbiter of such decisions, which will rest with the Inland Revenue. We recommend that you seek advice from a qualified accountant about your own particular circumstances.

Employment matters are the concern of the professional associations and not the College of Chiropractors, which cannot into discussions about employment disputes. However, please note that any employment difficulties between the Trainer and graduate must not be allowed to impinge on a Trainer's judgment when confirming a graduate's completion of the requirements of the PRT programme. **It is strongly recommended that whether the graduate is employed or self-employed, a contract of employment / service agreement, as appropriate, is put in place.**

If you need help

The administration of PRT is managed by the College staff at College House. The staff there are not chiropractors so cannot give advice about clinical / practice issues - these should be directed to your faculty PRT Tutor in the first instance. However, if you encounter difficulties with the educational content or management of the scheme, please contact College House. College staff can refer you to PRT Committee personnel, including the PRT Director or College Chief Executive, as appropriate.

Note that as from July 2006, all PRT documentation is available from the PRT section of the College website (www.rcc-uk.org)

PRT Administrator
The College of Chiropractors
Chiltern Chambers
St Peters Avenue
Reading RG4 7DH

Regional PRT Tutor: _____

01189 469728
admin@rcc-uk.org

Some general guidance about being an effective Trainer

Functions of a Trainer – The primary functions of a Trainer include: -

- Setting objectives** – Defining the purpose, aims and objectives
- Planning** – Agreed as a partnership for achieving the objectives
- Briefing** – Explaining clearly the plan and objectives
- Controlling** – Directing energy to make things happen
- Evaluating** – In order to do better next time

Skills of a Trainer – A good Trainer requires a variety of different skills in order to provide the best learning experience for the graduate. These skills include:

- Warmth
- Social Skills
- Ability to acknowledge and use graduate's ideas
- Organisation of the graduate's learning environment
- Identifying and resolving Graduate's problems
- Enthusiasm
- Readiness for self-development
- Commitment to the PRT Programme

Teaching Styles - A good teacher will mix different types of teaching styles from the 'Didactic' (directing) through 'Socratic' (coaching), 'Counselling' (supporting) to 'Heuristic' (delegating). A good teacher will vary the use of these teaching styles as the occasion demands.

There are many different ways in which training can be carried out. Trainers are encouraged to use a variety. Different methods include - informal meetings, personal tutorial, individual work, case analysis, observation/ "sitting-in", patient feedback, video etc.

At the end of each session, it is advised that both Trainer and graduate reflect on what has been achieved. This may include:

- Recall** – Details of experience to date
- Reflect** – On responses and feelings
- Record** – Details of what has been learnt
- Review** – Stage reached in terms of professional development
- Assess** – Future needs and prepare action plan
- "Wind down"** – To get the teaching session into perspective

It is advised that the initial feedback should be positive, outlining those areas in which the graduate has done well. Rather than using direct negative feedback, use open-ended questions, and try and draw out of the Graduate those areas in which s/he recognises there is a weakness. Criticism should be constructive, not destructive. The use of Pendelton's rules of feedback provide a helpful framework:

- Say what was done well
- Ask the Graduate what they think they did well
- Say what could have been done even better

- Ask what the Graduate thinks they could have done even better

Graduates may not have the “hard shell” that Trainers do! Negative feedback can adversely affect their self-esteem. If the graduate is overconfident, then channel this in a positive manner. It is always best to have an agreed format for recording feedback, in case either Trainer/graduate/PRT Committee need to refer back to it in the future. Some examples of good feedback include:

- Plenty of prompt feedback
- Accentuate good points and detail the reasons why it was good
- Praise good point before discussing areas for improvement
- Help the graduate compare their own performance with the ideal, identifying their own strengths and weaknesses for themselves
- Concentrate on a few aspects at a time
- Let the graduate work out their own solution
- Be specific and clear
- Criticise the performance, not the person

Structured review of progress – The purpose of the review of progress includes:

- To identify areas of strength and weakness of the graduate
- Judge the level of achievement of the graduate
- To predict future behaviour
- To monitor the graduate’s progress
- To motivate graduates
- To test the effectiveness of the Trainer’s teaching
- To lead to the successful completion of the PRT programme